

St Columb Minor Academy History Disciplinary Knowledge Progression EYFS/KS1/KS2

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological awareness and understanding						
Understand the past through settings, characters and events encountered in books read in class and storytelling.	Be able to put 3 or 4 events/objects in the order that they happened Use vocabulary such as 'then' 'now' 'before' 'after'	Be able to put 5 events/ objects in the order that they happened Describe own memories of things that have happened in own lives Use vocabulary such as 'past' 'present' and 'chronological order'	Place the time studied onto a timeline (discuss links to previous time periods studied) Know how to locate key events studied on a timeline Sequence several events Use vocabulary such as 'BC/AD' 'decade' 'century'	Place events from a period studied on a timeline (discuss links to previous time periods studied) Locate events from a period studied on a timeline Use vocabulary such as 'recent history' 'modern'	Sequence key events of time studied on a timeline Make comparisons between different times in the past Use vocabulary such as 'BCE' 'CE' as alternatives to BC and AD	Place current time period being studied on a timeline in relation to other time periods studied Sequence up to 10 events on a timeline Know the relationship between date and century (e.g dates starting from 100ad are 2 nd century)
Similarity and Difference						
Know some similarities and differences between things in the past and now (e.g toys)	Know simple facts about an aspect of daily life and how it can differ (or stay the same) from life in the past	Know simple facts about an aspect of daily life and how it can differ (or stay the same) from life in the past and compare with their own life	Know about similarities and differences between daily lives of people from the past and today	Know about similarities and differences between daily lives of people from the past and today	Know similarities and differences between daily lives (social, cultural, religious and ethnic diversity) of people from the past and today Make links between different time periods studied	Know similarities and differences between daily lives (social, cultural, religious and ethnic diversity) of people from the past and today Make links between different time periods studied
Cause and Consequence						
Remembering things we may have lost and why (e.g a toy)	Know about the cause of an event (e.g The Great Fire of London)	Know about the cause of an event and begin to talk about the consequence/ impact (e.g Rosa Parks)	Know about the cause and consequence of an event	Know about the cause and consequence of an event	Know about the cause and consequence of an event and explain why	Know about the cause and consequence of an event and explain why
Continuity and Change						
	Know about some things that have changed from now and in the past	Know about some things that have changed from now and in the past	Know of the main changes / constants in the daily lives of people from the past to now linked with the	Know of the main changes / constants in the daily lives of people from the past to now linked with the	Know of the main changes / constants in the daily lives of people from the past to now linked with the	Know of the main changes / constants in the daily lives of people from the past to now linked with the

	Know about some things that have stayed the same	Know about some things that have stayed the same and for how long	time period they are learning about	time period they are learning about	time period they are learning about and compare with previous time periods	time period they are learning about and compare with previous time periods Describe change using general, abstract terms such as gradual or rapid important or unimportant
Historical Enquiry						
Look at photographs of their families Know that photos can tell us things about our past	Use historical artefacts, diary entries and photographs to learn more about the past Ask and answer simple questions using sources of information	Use historical artefacts, diary entries and photographs to learn more about the past Ask and answer questions using sources of information	Identify good sources of evidence. Use a range of sources to find out about a time period Ask and answer questions to find out more about the past Begin to use books / internet for research	Use evidence to build up a picture of a past event Begin to understand what a primary / secondary source of information is Ask and answer questions to find out more about the past. Use books / internet for research	Recognise some sources may be more reliable than others Know what a primary / secondary source of information is and give examples Use evidence to ask and answer in depth questions and build up a picture of a past event Use books / internet for research	Recognise some sources may be more reliable than others and reasons for bias Recognise and identify primary and secondary sources and question the reliability/ authenticity Use sources to formulate a question and investigate and answer the questions independently Confidently and independently use books / internet for research
Historical Interpretation						
Use photographs to look at the past	Understand what an eye-witness account is Talk about fact and fiction (use stories to help with this)	Understand what an eye-witness account is Compare two versions/ pictures from the same event (Begin to discuss reliability)	Identify different ways that the past is represented Talk about what is fact or opinion Look at different accounts in history	Begin to evaluate the usefulness of certain sources Look at different versions of the same event – discuss differences and reasons why	Evaluate evidence (choose most reliable) Know that some sources can be propaganda/ misinformation or opinion Compare different accounts of the same event – offer some	Evaluate evidence (choose most reliable) Know that some sources can be propaganda/ misinformation or opinion Think and talk about ways you could check the accuracy of sources and link

					reasons why there may be differing accounts of the same event	to other sources
Significance						
Talk about the lives of the people around them and their roles in society Know the name of a significant event (e.g birthday, Christmas)	Know the name of a historical figure and know why they are well known	Know the name of a historical figure and know why they are well known and the impact they have made on society	Know some important events, people and places	Know some important events, people and places	Know, make links & draw comparisons between some important events, places and people.	Know, make links & draw comparisons between some important events, places and people.